

**Saint John the Baptist Catholic School**

# **Fifth Grade Curriculum**

2017-2018



**Saint John the Baptist Catholic School**  
Waunakee, Wisconsin

## **A Blessed Foundation**

**Saint John the Baptist Catholic School**  
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# Saint John the Baptist Catholic School Fifth Grade Standards

Updated: June 2017

This is an outline of the standards for the Fifth Grade Curriculum. This is evolving work and standards will be revised to meet the changing needs of the students as they prepare to be productive citizens in the 21st century.

**All standards will be taught and the highlighted standards will be part of your child's report card.** The standards selected to be on the Fifth Grade are identified as essential learning and skills that will be taught during the school year.

These standards are based on:

#### **The Mission Statement of Saint John the Baptist Catholic School:**

*"The Mission of Saint John the Baptist Catholic School is to empower our students to be faithful Catholics by nurturing and educating each individual to become compassionate leaders in an ever-changing global community."*

#### **The Diocese of Madison Catechetical Standards and Benchmarks for Fifth Grade Students:**

- Profession of Faith: Catholic school/religion education students in the Diocese of Madison will know and understand the fundamental teachings of Jesus Christ in His Church, according to the articles of our Profession of Faith.
- Liturgy and Sacraments: Catholic school/religion education students in the Diocese of Madison will know and appreciate the centrality of the Eucharist and the importance of sacraments in the life of Catholics.
- Life in Christ: Catholic school/religion education students in the Diocese of Madison will understand and reflect the dignity of the human person and his vocation to freely know, love and serve God and neighbor. With the help of grace, they will seek holiness by avoiding sin, growing in virtue and entrusting themselves to the mercy of God.
- Christian Prayer: Catholic school/religion education students in the Diocese of Madison will understand the revelation and tradition of the Catholic life of prayer.

#### **The Diocese of Madison Academic Standards**

## Religion Standards

### Units of Study Include:

<b>Jesus Christ Shares His Life with Us:</b> <ul style="list-style-type: none"><li>● Jesus Shares God's Life with Us</li><li>● Jesus Shares His Mission with the Church</li><li>● The Church Celebrates Seven Sacraments</li><li>● New Life in Christ</li><li>● The Celebration of Baptism</li></ul>	<b>Confirmation and Eucharist Completes Our Initiation</b> <ul style="list-style-type: none"><li>● The Coming of the Holy Spirit</li><li>● The Celebration of Confirmation</li><li>● Jesus Christ, the Bread of Life</li><li>● The Celebration of the Eucharist</li><li>● Living as a Prayerful People</li></ul>
<b>The Sacraments of Healing Restore Us</b> <ul style="list-style-type: none"><li>● We Turn to God</li><li>● The Celebration of Penance and Reconciliation</li><li>● Jesus, the Healer</li><li>● The Celebration of the Anointing of the Sick</li><li>● Mary, Model of Discipleship</li></ul>	<b>We Love and Serve God</b> <ul style="list-style-type: none"><li>● Faith, Hope and Love</li><li>● Called to Live as Jesus' Disciples</li><li>● Matrimony: A Promise of Faithfulness and Love</li><li>● Holy Orders: A Promise of Service for the People of God</li><li>● One, Holy Catholic and Apostolic</li></ul>
<b>The Liturgical Year</b> <ul style="list-style-type: none"><li>● Ordinary Time</li><li>● Advent</li><li>● Christmas</li><li>● Lent</li><li>● Triduum</li><li>● Easter</li></ul>	

### Main Curriculum Resources:

Sadlier: We Believe - We Meet Jesus in the Sacraments

### Highlighted standards appear on the Report Card

CAT.5.A. Understand the revelation as God's action to make Himself known: in creation, in his relationship with Israel, and in the Person of Jesus Christ.

- Know and retell the Story of Salvation History.
- Explain the meaning of: "You have made us for yourself, and our heart is restless until it rests in you" –St. Augustine's prayer. (CCC 30)
- Explain how "The Father's self-communication, made through his Word in the Holy Spirit, remains present and active in the Church. " (CCC 79)
- Explain that the Church finds her nourishment in the Scriptures, as well as in the Eucharist. (CCC 103, 131, 141)

CAT.5.B. Understand Faith as an assent to God who reveals Himself.

- Explain how Abraham's obedience is the great Old Testament model of faith. (CCC 144-46, 165)
- Realize that by revelation, the invisible God, out of love, addresses us as his friends in order to invite and receive us into his life. (CCC 142)
- Explain that as believers in Christ we accept in faith all that God has revealed, as taught by the Church. (CCC 182)

CAT.5.C. Understand Sacred Scripture as witness to God's Self-Revelation.

CAT.5.E. **Know and understand the articles of the Apostles' Creed.**

- Recognize that to say the Credo with faith is to enter into communion with God, Father, Son and Holy Spirit and with the whole Church. (CCC 197)
- Recognize that the Old Testament concerns belief in one God: "Hear, O Israel: The Lord our God is one LORD." (CCC 200-01, 228)
- Explain how our final destiny is to enjoy the Trinity in heaven, in the light of eternal glory. (CCC 260, 265)
- Know and express: "God created the universe and keeps it in existence by the Word, the Son 'upholding the universe by his word of power' and by his Creator Spirit, the giver of life." God is all Powerful. (CCC 320)
- Recall God made the world good. And explain how we must respect and protect creation. (CCC 339)
- Recognize humanity is unified due to original parents and the "Adam and Eve transmitted to their descendents human nature wounded b their own first sin and hence deprived of original holiness and justice; this deprivation is called "original sin." (CCC 360-61, 404, 416, 417)
- Recognize that "As a result of original sin, human nature is weakened in its powers; subject to ignorance, suffering, and the domination of death; and inclined to sin. " (CCC 400-02, 418)
- Articulate "Jesus" means "God saves." And explain that we only find salvation in him, Jesus Christ. (CCC 430, 452)
- Identify that "Mary is truly 'Mother of God' since she is the mother of the eternal Son of God made man, who is God himself." (CCC 495, 509)
- Explain and give examples of how everything in the Old Testament converges on Christ. (CCC 522)
- Describe how Christ showed himself to his disciples in the body they knew; but he had not returned to ordinary life, for his body was glorified by the Spirit. (CCC 645-46)
- Describe where Christ, our head, has ascended, we hope one day to follow. (CCC 661, 666)
- Articulate that the Holy Spirit is in the Church, the Scriptures, Tradition, the teaching office of the Church, and the sacraments; in prayer; charisms and ministries; in signs of apostolic and missionary life and in the saints. (CCC 688, 739)
- Recall that: "The Church is the Body of which Christ is the head: she lives from him, in him, and for him; he lives with her and in her." (CCC 792-95, 805, 807)
- Explain the Church has a great diversity of members; but sin can imperil her unity. (CCC 814)
- Identify how the Church has visible bonds of unity: unity in faith, unity in worship and unity with the Church of the apostles, through the unbroken line of succession from Peter to today. (CCC 815, 857-62)
- State that the Pope is the visible source of unity of the Catholic Church and has full authority over her along with the bishops who we listen to because they are successors of the apostles. (CCC 857-62, 882, 936-37))
- Describe how Catholics share their material goods with others. (CCC 952)
- Recall that in the mystery of the Assumption, Mary, assumed body and soul, has become the Queen of Heaven. (CCC 966, 974)
- Explain that the resurrection of the body is the work of the Trinity. (CCC 989)
- Explain that death was not part of the Divine Creator's plan, but entered the world as a consequence of original sin. As a result, we all suffer bodily death. (CCC 1008, 1018)

- Explain that after death comes the individual judgment, from which we will go to Purgatory, Heaven or Hell. And general judgment will be at the end of time for all those left on earth. (CCC 1021-24, 1030-36, 1038-41, 1054-57, 1059)

**CAT.5.F. Understand and participate in liturgical seasons, feast, and celebrations.**

(CCC 1076-1199, 1273)

- Explain how God works in and through the Liturgy of the Church. Discuss the liturgical church year with emphasis on Easter. (CCC 1110, 1168-69, 1170-83)

**CAT. 5.G. Name, define, and describe each of the seven sacraments of the Church and will know how to participate in the celebration of each. (CCC Baptism 1210-84, Confirmation 1285-1321, Eucharist 1322-1419, Reconciliation 1422-98, Anointing of the Sick 1499-1532, Holy Orders 1536-1600, Matrimony 1601-66)**

- Explain that Baptism forgives all sins, original and personal, and makes us adopted children of God, co-heirs with Christ, and temples of the Holy Spirit. (CCC 1213, 1263, 1265)
- Identify and describe the signs of the Eucharist are wheat bread and grape wine, which become Christ's body and blood by the power of the Holy Spirit. (CCC 1412)
- Name and explain the essential elements of the sacrament of Reconciliation as contrition, confession, absolution, and penance. (CCC 1448, 1480, 1491)
- Explain that sin offends God, damages the sinner's human dignity, and give examples of how it harms the Church community. Therefore, there are needs and benefits for frequent reception of the sacrament of Reconciliation. (CCC 1466, 1487-8, 1496)
- Connect the love of husband and wife with the image of the love of Christ for his Church. (CCC 1616-7, 1659, 1661)
- Explain that the grace of the sacrament of Anointing of the Sick unites the sufferer more closely to Christ's passion. (CCC 1505, 1521)
- Identify tasks of the deacon to include assisting the bishop and priests in the distribution of Holy Communion, performing Baptisms, blessing marriages, the proclamation of the gospel, preaching, presiding over funerals, and dedicating themselves to ministries of charity. (CCC 1570, 1596)
- Identify the bishop as the ordinary minister of Confirmation. (CCC 1312-3)

**CAT.5.H. Understand the Eucharist has a special and central place in the life of the Church and in their own lives because it contains the very act of redemption which Jesus accomplished in his life, death, and resurrection. (CCC 1322-1419)**

- Explain that the Eucharist is the source and summit of Christian life. (CCC 1327, 1407)
- Discuss that the Eucharist is also known as the Lord's Supper, the Holy Sacrifice of the Mass, and Holy Communion. (CCC 1328-32)
- Explain that the Eucharist is also offered for those in Purgatory so they may enter heaven. (CCC 1371, 1414)
- Explain that we adore Christ present in the Eucharist, both during Mass, when reserved in the tabernacle, and when exposed for solemn veneration. (CCC 1378, 1418)

**CAT.5.I. Understand the dignity of every human person stemming from their creation in the image and likeness of God. (CCC-1691-1876)**

- Defend that true happiness can only be found in God. (CCC 1723, 1728-29)
- Recite and describe the four cardinal virtues: prudence, justice, temperance, and fortitude. (CCC 1805-09, 1834-38)

- Describe the evidence of theological virtues (faith, hope, love) in the life of a saint. (CCC 1812-1813, 1840-41))
- Explain that since the image of God is marred by original sin, human life is a struggle between good and evil, light and darkness. (CCC 1707)
- Explain that for the morally mature person, feelings are subject to reason and will and respond in harmony with them in pursuit of the authentic good. (CCC 1767, 1769-70, 1775)
- Discuss the necessary elements to commit a mortal sin; grave matter, full knowledge and deliberate consent. (CCC 1857-59)
- Give examples of how venial sin weakens charity and lead us in the direction of mortal sin. (CCC 1862-63, 1965, 1875-76)

CAT.5.J. Understand that the human person is made for communion, both with God and the human community. (CCC 1877-1948)

- Connect all Catholic social teaching with the dignity of the human person. (CCC 1929, 1944)

CAT.5.K. Understand that wounded by sin, man needs salvation by God who comes to him in Christ who teaches us the law of love and recreates us in his image through the gift of his grace. (CCC 1949-2051)

- Explain the term justification (restoration of a right relationship with God and Man remission of sins, sanctification, and the renewal of the inner man). (CCC 2019)
- Describe sanctifying grace: the grace that heals our human nature wounded by sin through Baptism and Reconciliation the free gift of his life that God gives to us, which is infused by the Holy Spirit into the soul at Baptism to heal it of sin and sanctify it.

CAT.5.L. Understand how to judge the morality of acts and how the conscience is properly formed. (CCC 1730-1802)

- Recommend means by which a person creates a well-formed conscience (include Scripture, the teaching of the Church, prayer, and the witness of others help in the formation of conscience). (CCC 1783, 1785)
- Describe how reason and will help guide response to feeling. (CCC 1767-1775)

**CAT.5.M. Understand the Ten Commandments. (CCC 2052-2557)**

- Explain that in the Old Testament God made a covenant with his people. The Ten Commandments are an integral part of this new relationship. (CCC 2058, 2060-63, 2077)
- Discuss why the first commandment calls for faith, hope and charity. (CCC 2086, 2134)
- Explain why our moral life begins in faith and why we must protect that faith and avoid the sins against it: voluntary doubt, heresy and schism. (CCC 2087-89)
- Discuss why the first commandment requires us to pray, which is the opposite of superstition, divination and magic. (CCC 2098, 2111, 2115-17, 2135, 2138)
- Identify perjury as making a false oath, which calls God to witness to a lie. (CCC 2150-52, 2163)
- Explain that Catholics have the privilege and duty of attending Sunday Mass; not to do so deliberately is a grave sin. (CCC 2180-81, 2192)
- Recite and explain the significance of these Holy Days of Obligation: Mary Mother of God, Mary's Assumption, All Saints Day, Immaculate Conception of the Blessed Virgin Mary, Nativity of Our Lord (Christmas). (CCC 2177)
- Discuss how the family is the first cell of society; a society depends on families and must foster them. (CCC 2207, 2210, 2250)
- Explain that as children grow older, they must help their parents as much as they can. (CCC 2218)

- Explain how suicide is seriously contrary to justice, hope and charity. It is forbidden by the fifth commandment. (CCC 2280-81, 2325)
- Discuss how it is a moral obligation to take reasonable care of our health. (CCC 2288)
- Give examples of scandal: a grave offense when by deed or omission it deliberately leads others to sin. (CCC 2283-87, 2326)
- Identify chastity as the successful integration of sexuality within the person. (CCC 2337, 2395)
- Explain that by chastity we gain mastery over ourselves and, thus, become more free; this is a lifelong task to which all are called. (CCC 2339-42, 2348)
- Identify Jesus Christ is our model of chastity. (CCC 2394)
- Explain how when we steal or defraud another we are bound to make reparation. (CCC 2412, 2454)
- Recall how a lie or an offense against a person’s reputation may demand reparation. (CCC 2487, 2509)
- Explain how Christians respect their bodies and the bodies of others as temples of the Holy Spirit. (CCC 2519)

**CAT.5.N. Understand what prayer is and revelation of prayer. (CCC 2559-2649)**

- Explain how God created us to look for Him in prayer. (CCC 2560-61)
- Define the Prayer of Intercession and Petitions. (CCC 2629-2636)

**CAT.5.O. Understand the Catholic Christian tradition of prayer. (CCC 2650-2696)**

- Witness how prayer from the Word of God leads to prayer in life. (CCC 2653-54)
- Explain how Mary and the Saints desire to intercede for us and we ask for their prayers. (CCC 2673-79, 2682-83, 2692)

**CAT.5.P. Understand and experience the Catholic Christian life of prayer (CCC 2697-2758)**

- Compare and contrast the use of the Nicene and Apostle’s Creeds.
- Connect Liturgical seasons with specific prayer practices. (e.g., Advent: Wreath, O Antiphons; Lent: Stations of the Cross, Prayer/Fasting/Almsgiving; All Saints/All Souls: Litanies) (CCC 1164)

**CAT.5.Q. Understand the Lord’s Prayer as a summary of the whole gospel and it’s many uses within the Christian life. (CCC 2759-2865)**

- Analyze the Lord’s Prayer and separate the *seven petitions*. (CCC 2857-65)

**Language Arts Standards**

**Units of Study Include:**

<b>Forms of Writing</b>	<b>Vocabulary</b>	<b>Language/Style</b>	<b>Reading Skills</b>
Descriptive Writing Narrative Writing Expository Writing Persuasive Writing Writing a Book Review Writing Stories Writing Poems Research Writing	Nouns Pronouns Verbs Adjectives Adverbs Prepositions Conjunctions	Sentence Style Sentence Kinds and Types Sentence Fluency Parts of a Paragraph Ideas Organisation Voice Punctuation Word Choice	Word Recognition Comprehension Word Meaning Structure of Texts

**Main Curricular Resources:**

Houghton Mifflin Harcourt: Write Source  
Houghton Mifflin Harcourt: Spelling and Vocabulary  
Houghton Mifflin Harcourt: <http://www.eduplace.com/>  
Renaissance Learning: Accelerated Reader  
**Highlighted standards appear on the Report Card**

**LA.5.A. Use effective reading strategies to achieve their purposes in reading.**

- Apply word recognition skills to increase vocabulary through the study of multiple meanings, context clues, and word structure.
- Understand and use visual aids such as graphs and maps.
- Apply knowledge of sentence and word meanings to understand unfamiliar words and clarify passages.
- Use structure of texts such as boldfaced print, cause-and-effect and sequence of events as aids to comprehension.
- Establish purposeful reading and writing habits to gain an understanding of diverse viewpoints.
- Read aloud with fluency, accuracy and expression.

**LA.5.B. Read, interpret, and critically analyze literature.**

- Describe the defining features and structure of literary texts, including conflict, characterization, point of view, flashback, and foreshadowing.
- Explain critical opinions about a text through discussion.
- Analyze ideas drawn from different works to each other and to real-life experiences to extend the literal meaning of the text.
- Recognize the effect of character dialogue on the overall impact of literature.
- Summarize, orally and in writing, passages of texts chosen for specific purposes.

**LA.5.C. Read and discuss literary and informational texts to gain understanding.**

- Analyze the themes and main ideas of a work considering its audience and purpose.
- Identify common historical, social, religious and cultural themes and issues in literary works and selected passages.
- Integrate literary and informational content (text and electronic media) presented in diverse format.

**LA.5.D. Read to acquire information.**

- Interpret and use informational resources in addition to charts, graphs, diagrams, tables, travel schedules, timelines, and manuals.
- Distinguish between the facts found in documents, narratives, charts, maps, tables and other sources and the generalizations and interpretations that are drawn from them.

**LA.5.E. Create or produce writing to communicate with different audiences for a variety of purposes.**

- Write a narrative based on experience that uses descriptive language and reveals a theme.
- Write a coherent expository with sufficient detail.
- Write a coherent and complete expository piece, with detail and purpose. Write creative fiction that includes major characters, a coherent plot, descriptive language, and concrete detail. Write in a variety of situations including public speaking, journaling and note-taking.
- Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation.

**LA.5.F. Plan, revise, edit, and publish clear and effective writing.**

- Identify questions and strategies for improving drafts in writing conferences with others.
- Produce and revise multiple drafts, including finished pieces, that effectively communicate with a specific audience.
- Use pre-writing strategies to organize information.
- Given a writing assignment to be completed in a limited amount of time, produce a well-developed, well-organized, and effective response in correct English and an appropriate voice.
- Compose topic and concluding paragraphs with supporting details and use appropriate transitions between paragraphs.

**LA.5.G. Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.**

- Understand the function of words and phrases in a sentence and use them effectively (including all parts of speech).
- Employ the conventions of capitalization and punctuation.
- Understand and employ principles of agreement, including subject-verb and pronoun-noun.
- Use correct tenses to indicate the relative order of events.
- **Spell frequently used words correctly and use effective strategies for spelling unfamiliar words correctly.**

**LA.5.H. Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.**

- Distinguish between fact and opinion and provide evidence to support both.
- Present a coherent report on differing viewpoints on an issue, organizing the presentation in a manner appropriate to the audience.
- Engage effectively in a range of collaborative discussions.

**LA.5.I. Listen and comprehend oral communications.**

- Apply the rules of good listening as part of an audience.
- Follow a speaker's main points and oral instruction.
- Summarize and explain the information conveyed in an oral communication, accounting for the key ideas.
- Recall significant details and sequence accurately.

**LA.5.J. Participate effectively in discussion.**

- Participate in discussion by listening attentively, demonstrating respect for the opinions of others, and responding responsibly, and asking appropriate questions.
- Summarize the main points of a discussion, orally and in writing.
- Participate in discussion without dominating.
- Display and maintain facial expressions, body language, and other response cues that indicate respect for the speaker and attention to the discussion.
- Accept and use helpful criticism.

**LA.5.K. Develop a vocabulary of words, phrases, and idioms as a means of improving communication.**

- Utilize dictionaries, thesauruses, and computer when choosing words, phrases, and expressions for use in oral and written presentations.
- Explain word choice and the use of figurative language including similes, metaphors, onomatopoeia, and personification.
- Choose words purposefully and evaluate the use of words in communications designed to inform, explain, and persuade.

LA.5.L. Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English.

- Determine the style, formal/informal, which is appropriate to task, purpose, or audience when speaking or writing.

**LA.5.M. Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings.**

- Compile, organize, and evaluate information, taking notes that record and summarize what has been learned.
- Formulate research questions and focus investigation on relevant and accessible sources of information.
- Conduct interviews, and field studies, to gather information.
- Produce an organized written and/or oral report that presents and reflects on findings, draws sound conclusions, and gives proper credit to sources

## Library Standards

### Highlighted standards appear on the report card

IT.5.C. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media to produce original works or solve problems.

- **IT.5.C.1 Creates an age appropriate collaborative project using a variety of media.**

L.A.5.B Read, interpret, and critically analyze literature.

- **L.A.4.B.6 Differentiate between the different genres of literature.**

L.A.5.C Read and discuss literary and informational texts to gain understanding.

- **L.A.5.C.2 Distinguish fiction from nonfiction, realistic fiction from fantasy, biography from autobiography, and various forms of poetry.**

L.A.5.H Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.

- **L.A.5.H.1 Present effective oral presentations, including such factors as eye contact, projection, expression, fluency and articulation,**
- **L.A.5.H.2 Perform expressive oral readings in genres such as poetry and drama.**

L.A.5.M Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings

- **L.A.5.M.2 Use multiple sources to identify and locate information pertinent to research.**

## Fifth Grade Math Standards

### Units of Study Include:

<p>Numbers and Operations in Base 10</p> <ul style="list-style-type: none"><li>● Place Value</li><li>● Multiply Whole Numbers</li><li>● Divide by a One-Digit Divisor</li><li>● Divide by a Two-Digit Divisor</li><li>● Add and Subtract Decimals</li><li>● Multiply and Divide Decimals</li></ul>	<p>Operations and Algebraic Thinking</p> <ul style="list-style-type: none"><li>● Expressions and Patterns</li><li>● Numerical Expressions</li><li>● Working Backwards</li><li>● Generating/Graphing Patterns</li><li>● Map Locations</li><li>● Ordered Pairs</li></ul>
<p>Number and Operations - Fractions</p> <ul style="list-style-type: none"><li>● Fractions and Decimals</li><li>● Add and Subtract Fractions</li><li>● Multiply and Divide Fractions</li></ul>	<p>Measurement and Data</p> <ul style="list-style-type: none"><li>● Convert Metric Units</li><li>● Estimate and Measure Metric Mass</li><li>● Convert Metric Units of Mass</li><li>● Convert Metric Units of Capacity</li></ul>
<p>Geometry</p> <ul style="list-style-type: none"><li>● Polygons</li><li>● Sides and Angles of Triangles</li><li>● Classifying Triangles</li><li>● Sides and Angles of Quadrilaterals</li><li>● Classifying Quadrilaterals</li><li>● Three-Dimensional Figures</li><li>● Volume</li><li>● Prisms</li><li>● Composite Figures</li></ul>	

Main Curricular Resource:

McGraw Hill - My Math

Renaissance Learning: Accelerated Math

### Highlighted Standards Appear on Report Card

MA.5.A. - Communicate mathematical ideas in a variety of ways.

- MA.5.A.1 - Use pictures or manipulatives to demonstrate a solution process to a grade-appropriate problem.
- MA.5.A.2 - Use graphs to represent and interpret data.
- MA.5.A.3 - Construct a number sentence.
- MA.5.A.4 - Use models and diagrams to represent mathematical ideas.

**MA.5.B. - Use appropriate mathematical vocabulary, symbols, and notation with understanding based on prior conceptual work.**

- MA.5.B.1 - Introduce appropriate vocabulary for each topic of study.

MA.5.C. - Use reasoning skills.

- MA.5.C.1 - Identify and extend intermediate geometric patterns.
- MA.5.C.2 - Intermediate numerical patterns.
- MA.5.C.2a – Identify
- MA.5.C.2b - Extend
- **MA.5.C.3 - Demonstrate relationship between fractions and decimals.**

- **MA.5.C.4 - Use a variety of problem-solving strategies.**

**MA.5.D. - Recognize mathematical ideas as they appear in other subject areas.**

- **MA.5.D.1 - Use operations to solve everyday real world problems.**

**MA.5.E. - Explain concepts clearly and logically and support solutions with evidence.**

- MA.5.E.1 - Explain in written form solutions to problems.

**MA.5.F. - Read, represent, order, and interpret various rational numbers.**

- MA.5.F.1 - Identify place value to billions.
- MA.5.F.2 - Read, write, and order more complex fractions including improper and mixed numbers.
- MA.5.F.3 - Read and write the expanded form for numbers up to billions.
- MA.5.F.4 - Read, write, and order decimals to the thousandths.
- MA.5.F.5 - Compare decimals.
- MA.5.F.6 - Compare whole numbers using appropriate symbols to billions.
- MA.5.F.7 - Compare whole numbers and fractions with unlike denominators.
- MA.5.F.8 - Generate and explain equivalent fractions.
- MA.5.F.9 - Compare decimals to fractions, to percents.
- MA.5.F.10 - Round to the nearest millions.
- MA.5.F.11 - Estimate numbers to thousandths.
- MA.5.F.12 - Estimate sums to millions.
- MA.5.F.13 - Identify prime and composite numbers.
- MA.5.F.14 - Write numbers using exponents

**MA.5.G. - Perform and explain operations using rational numbers.**

- MA.5.G.1 - Add up to 6 digit numbers with regrouping.
- MA.5.G.2 - Subtract up to 6 digit numbers with regrouping.
- MA.5.G.3 - Multiply up to a 3 digit by 3 digit.
- MA.5.G.4 - Solve long division with up to 2 digit divisors.
- MA.5.G.5 - Use mental math to find products of multiples up to 1,000.
- MA.5.G.6 - Use mental math to find quotients of multiples up to 1,000.
- MA.5.G.7 - Simplify fractions.
- MA.5.G.8 - Add fractions with unlike denominators.
- MA.5.G.9 - Subtract fractions with unlike denominators.
- MA.5.G.10 - Change improper fractions to mixed numbers.
- MA.5.G.11 - Change mixed numbers to improper fractions.
- MA.5.G.12 - Add and subtract mixed numbers.
- MA.5.G.13 - Multiply fractions.
- MA.5.G.14 - Multiply mixed numbers.
- MA.5.G.15 - Identify Greatest Common Factor.
- MA.5.G.16 - List multiples of numbers.
- MA.5.G.17 - Identify Least Common Multiple.
- MA.5.G.18 - Divide fractions.
- MA.5.G.19 - Add using decimals.
- MA.5.G.20 - Subtract using decimals.
- MA.5.G.21 - Multiply decimals with whole numbers.
- MA.5.G.22 - Multiply decimals with decimals.
- MA.5.G.23 - Divide decimals by whole numbers.

- MA.5.G.24 - Find the reciprocal of a number.
- MA.5.G.25 - Find percent of a number.

MA.5.H. - In problem-solving situations select and use appropriate procedures using rational numbers.

- MA.5.H.1 - Select appropriate methods for problem solving. (e.g., mental math, estimation, paper and pencil, pictures)
- MA.5.H.2 - Select algorithms for:
  - MA.5.H.2a - Addition
  - MA.5.H.2b - Subtraction
  - MA.5.H.2c - Multiplication
  - MA.5.H.2d - Division
- MA.5.H.3 - Use opposite operations to check computation.
- MA.5.H.4 - Use divisibility rules for 2, 3, 5, 6, 9, & 10.

**MA.5.I. - Describe geometric figures.**

- MA.5.I.1 - Identify plane and solid figures. (e.g. triangle, quadrilateral, hexagon, pentagon, octagon, sphere, prism, cube)
- MA.5.I.2 - Classify and identify parts of solid figures. (e.g. vertex, edge, face)
- MA.5.I.3 - Identify and name parallel and intersecting lines.
- MA.5.I.4 - Identify and name angles as acute, obtuse, right, and straight.
- MA.5.I.5 - Measure and identify parts of angles.
- MA.5.I.6 - Classify triangles.
- MA.5.I.7 - Classify quadrilaterals.
- MA.5.I.8 - Identify parts of a circle.
- MA.5.I.9 - Identify and draw lines of symmetry.
- MA.5.I.10 - Create symmetrical images.

**MA.5.J. - Understand the use of a rectangular coordinate system.**

- MA.5.J.1 - Identify points on a coordinate plane.
- MA.5.J.2 - Plot points on a coordinate plane.

MA.5.K. - Perform transformations.

- MA.5.K.1 - Distinguish between and draw slides, flips and turns.

**MA.5.L. - Identify and use relationships among figures.**

- MA.5.L.1 - Identify the difference between congruent and similar figures.
- MA.5.L.2 - Compare and contrast quadrilaterals.
- MA.5.L.3 - Find the sum of the angles in a triangle.

**MA.5.M. - Recognize and describe measurable attributes/units of measure.**

- MA.5.M.1 - Demonstrate the use of the appropriate tools and units to measure.
- MA.5.M.2 - Change customary units of length, capacity, and weight in the customary system.
- MA.5.M.3 - Change metric units of length, capacity, and weight in the metric system.

**MA.5.N. - Understand and demonstrate basic facts, principles, and techniques of measurement.**

- MA.5.N.1 - Measure to the nearest 1/8 inch.

- MA.5.N.2 - Measure to the nearest millimeter.
- MA.5.N.3 - Measure perimeter and circumference using geometric formulas.
- MA.5.N.4 - Measure area for square, rectangle, parallelogram, and triangles.
- MA.5.N.5 - Measure surface area and volume of rectangular prisms.
- MA.5.N.6 - Read temperatures on a thermometer and calculate changes in temperature.
- MA.5.N.7 - Add, subtract, multiply, and divide units of measure.

MA.5.P. - Collect, organize and display data.

- MA.5.P.1 - Create circle, bar, line, stem and leaf, and line plots.
- MA.5.P.2 - Apply correct scale to graphs.
- MA.5.P.3 - Collect data using observations, surveys and experiments.
- MA.5.P.4 - Create tables and graphs to represent data.
- MA.5.P.5 - Solve problems making an organized list.

**MA.5.Q. - Extract, interpret, and analyze information from organized and displayed data.**

- MA.5.Q.1 - Interpret pictographs, line plots, and circle, bar, stem and leaf, and line graphs.
- MA.5.Q.2 - Find mean, median, range, and mode.
- MA.5.Q.3 - Draw reasonable conclusions based on data.

MA.5.R. - Determine the likelihood of an occurrence of events.

- MA.5.R.1 - Experiment to determine possible outcomes.
- MA.5.R.2 - Predict and list possible outcomes.
- MA.5.R.3 - Use simple models to conduct probability experiments.
- MA.5.R.4 - Recognize fair and unfair outcomes.

**MA.5.S. - Use variables to represent an unknown number, quantity, or object.**

- MA.5.S.1 - Substitute numbers for variables to evaluate an expression and solve an equation.
- MA.5.S.2 - Determine what mathematical symbols (e.g.  $<$ ,  $>$ ,  $+$ ,  $=$ ) are used to represent relationships .
- MA.5.S.3 - Write a number sentence using a variable.

**MA.5.U. - Recognize, describe, and analyze functional relationships.**

- MA.5.U.1 - Identify rule to describe pattern change.

**MA.5.V. - Solve equations and inequalities in a variety of ways.**

- MA.5.V.1 - Solve 1-step, single variable equations.
- MA.5.V.2 - Solve multi-step problems.

**MA.5.W. - Recognize and use generalized properties and relations.**

- MA.5.W.1 - Recognize and use Commutative, Associative, and Identity Properties of addition.

## Fundamentals of Algebra Math Standards

Units of Study Include:

Integers	Expressions and Equations
Inequalities	Rational Numbers: Decimals

Rational Numbers: Fractions	Ratio and Proportion
Percent and Consumer Applications	Data Analysis and Statistics
Two-Dimensional Geometry	Two-Dimensional Geometry and Measurement Applications
Three-Dimensional Geometry	Probability
Patterns, Relations and Functions	Polynomials, Equations and Inequalities

Main Curricular Resource:

Sadlier-Oxford Fundamentals of Algebra

Renaissance Learning - Accelerated Math

Highlighted Standards Appear on Report Card

### Fundamentals of Algebra

MA.6.A. - Communicate mathematical ideas in a variety of ways.

- MA.6.A.1 - Demonstrate clear organization of ideas and procedures.
- MA.6.A.2 - Use graphs, to represent and interpret data.
- MA.6.A.3 - Apply math strategies correctly in regards to purpose and audience.
- MA.6.A.4 - Demonstrate appropriate use of technology.
- MA.6.A.5 - Identify different conventions of mathematics.

**MA.6.B. - Use appropriate mathematical vocabulary, symbols, and notation with understanding based on prior conceptual work.**

- MA.6.B.1 - Read and use mathematical terminology
- MA.6.B.2 - Present a problem orally.
- MA.6.B.3 - Explain a problem in written form.

MA.6.C. - Use reasoning skills.

- MA.6.C.3 - Identify relationships.
- MA.6.C.4 - Evaluate strategies.

MA.6.D. - Recognize mathematical ideas as they appear in other subject areas.

- MA.6.D.1 - Solve real life word problems with appropriate operations.

**MA.6.E. - Explain concepts clearly and logically and support solutions with evidence.**

- MA.6.E.1 - Show step by step procedures.
- MA.6.E.2 - Check reasonableness of results.
- MA.6.E.3 - Defend computation and justify processes.

**MA.6.F. - Read, represent, order, and interpret various rational numbers.**

- MA.6.F.1 - Identify decimals to thousandths.
- MA.6.F.2 - Compare fractions.
- MA.6.F.3 - Compare decimals.
- MA.6.F.4 - Identify proper, improper fractions , mixed numbers.

- MA.6.F.5 - Identify reciprocals.
- MA.6.F.6 - Round decimals to the nearest thousandths.
- MA.6.F.7 - Relate mathematical notation appropriately. (expanded, scientific, exponential)
- MA.6.F.8 - Categorize prime and composite numbers 1-100.

**MA.6.G. - Perform and explain operations using rational numbers.**

- MA.6.G.1 - Add fractions with unlike denominators.
- MA.6.G.10 - Divide decimals.
- MA.6.G.11 - Divide integers.
- MA.6.G.12 - Convert fractions, decimals, percents.
- MA.6.G.13 - Divide fractions.
- MA.6.G.2 - Add decimals.
- MA.6.G.3 - Add integers.
- MA.6.G.4 - Subtract decimals.
- MA.6.G.5 - Subtract fractions with unlike denominators.
- MA.6.G.6 - Subtract integers.
- MA.6.G.7 - Multiply decimals.
- MA.6.G.8 - Multiply fractions.
- MA.6.G.9 - Multiply integers.

**MA.6.H. - In problem-solving situations select and use appropriate procedures using rational numbers.**

- MA.6.H.1 - Analyze information and apply appropriate computational procedures
- MA.6.H.2 - Solve percentage problems using mathematical conventions.
- MA.6.H.3 - Use divisibility rules for 2, 3, 4, 5, 6, 9, & 10.
- MA.6.H.4 - Use prime factorization to find Greatest Common Factor (GCF), Least Common Multiple (LCM), and prime numbers.

**MA.6.I. - Describe geometric figures.**

- MA.6.I.1 - Construct plane figures.
- MA.6.I.2 - Construct and draw parts of a circle.
- MA.6.I.3 - Construct triangles (scalene, isosceles, equilateral).
- MA.6.I.4 - Design shapes with multiple lines of symmetry.
- MA.6.I.5 - Compare, sort, and classify polygons.
- MA.6.I.6 - Draw and label 2-dimensional figures.

**MA.6.J. - Understand the use of a rectangular coordinate system.**

- MA.6.J.1 - Identify coordinates on a grid.
- MA.6.J.2 - Identify parts of coordinate grid.
- MA.6.J.3 - Plot and label coordinates on a grid.

**MA.6.K. - Perform transformations.**

- MA.6.K.1 - Use rotations, reflections, and translations to change the position of figures.

**MA.6.L. - Identify and use relationships among figures.**

- MA.6.L.1 - Construct and represent congruent shapes.
- MA.6.L.2 - Construct and represent similar shapes.

**MA.6.M. - Recognize and describe measurable attributes/units of measure.**

- MA.6.M.1 - Demonstrate the use of the appropriate tools and units to estimate, compare, and measure.
- MA.6.M.2 - Change customary units of length, capacity, and weight in the customary system.
- MA.6.M.3 - Change metric units of length, capacity, and weight in the metric system.
- MA.6.M.4 - Convert metric and US customary units.

**MA.6.N. - Understand and demonstrate basic facts, principles, and techniques of measurement.**

- MA.6.N.1 - Measure length accurately to the nearest 1/16 inch.
- MA.6.N.2 - Measure length to the nearest millimeter.
- MA.6.N.3 - Measure perimeter and circumference using geometric formulas.
- MA.6.N.4 - Measure area using geometric formulas.
- MA.6.N.5 - Measure surface area and volume of rectangular solids.
- MA.6.N.6 - Add, subtract, multiply, and divide units of measure

**MA.6.O. - Determine measurements indirectly.**

- MA.6.O.1 - Estimate measurements in customary and metric units.
- MA.6.O.2 - Use ratios to compare unit rates in proportions.

**MA.6.P. - Collect, organize and display data.**

- MA.6.P.1 - Create and interpret stem and leaf plots.
- MA.6.P.2 - Create surveys and interpret data using frequency tables and line plots.
- MA.6.P.3 - Formulate questions, design studies and collect data.
- MA.6.P.4 - Use appropriate tables, graphs, charts to display collected data.
- MA.6.P.5 - Use technology to organize and display data.
- MA.6.P.6 - Draw and read **circle graphs to interpret information.**

**MA.6.Q. - Extract, interpret, and analyze information from organized and displayed data.**

- MA.6.Q.1 - Determine frequency and distribution of data.
- MA.6.Q.2 - Identify and organize central tendencies of data.
- MA.6.Q.3 - Identify indicators of dispersion.
- MA.6.Q.4 - Predict the outcome of events.

**MA.6.R. - Determine the likelihood of an occurrence of events.**

- MA.6.R.1 - Identify possible outcomes using tree diagrams, lists, etc.
- MA.6.R.2 - Evaluate presentations and statistical analyses.

**MA.6.S. - Use variables to represent an unknown number, quantity, or object.**

- MA.6.S.1 - Substitute numbers for variables to evaluate an expression and solve an equation.
- MA.6.S.2 - Use appropriate symbolism.
- MA.6.S.3 - Combine like terms.

**MA.6.T. - Work with linear and non-linear patterns and relationships in a variety of ways.**

- MA.6.T.1 - Identify linear patterns with tables/graphs.

**MA.6.U. - Recognize, describe, and analyze functional relationships.**

- MA.6.U.1 - Identify rule to describe pattern change.

**MA.6.V. - Solve equations and inequalities in a variety of ways.**

- MA.6.V.1 - Solve 1-step, single variable equations.
- MA.6.V.2 - Solve 2-step, single variable equations.

**MA.6.W. - Recognize and use generalized properties and relations.**

- MA.6.W.1 - Categorize Commutative/Associative Properties of addition/multiplication

**Music**

**Highlighted standards appear on the report card**

**ME.1 - Singing, alone and with others, a varied repertoire of music**

- ME.1.A.5 - Sing melodic phrases in various types of texture
- ME.1.D.5 - Perform a variety of patterns in simple and compound meter
- ME.1.E.5 - Demonstrate proper vocal technique with appropriate expression
- ME.1.F.5 - Sing and understand music representing various cultures, genres, and styles

**ME.2 - Performing on instruments, alone and with others, a varied repertoire of music**

- ME.2.A.5 - Perform phrases or melodies on pitched instruments in more than one part with proper technique
- ME.2.B.5 - Identify and play harmonies that change intervals as a member of an ensemble
- ME.2.D.5 - Perform a variety of rhythmic patterns in simple and compound meter
- ME.2.E.5 - Perform and understand music representing various cultures, genres, and styles

**ME.4 - Composing and arranging music within specified guidelines**

- ME.4.A.5 - Compose short pieces within specified guidelines that express a particular idea or feelings
- ME.4.C.5 - Demonstrate the use of elements of music in a composition
- ME.4.D.5 - Create or arrange an accompaniment to a given melody

**ME.5 - Reading and notating music**

- ME.5.A.5 - Read melodic and rhythmic patterns using standard notation in a variety of time signatures, including syncopated patterns and expressive qualities
- ME.5.B.5 - Notate melodic and rhythmic patterns using standard notation in a variety of time signatures, including syncopated patterns
- ME.5.C.5 - Dictate traditional notation for simple melodic and/or rhythmic patterns that have been performed by someone else

**ME.8 - Understanding relationships between music, the other arts, other subject areas, and Catholic Identity**

- ME.8.A.5 - Understand similarities and differences within artistic genres
- ME.8.B.5 - Understand the relationship between music and other subjects
- ME.8.C.5 - Understand music of the Catholic Tradition and participate appropriately within the context of the Mass

**ME.9 - Understanding music in relation to history and culture**

- ME.9.A.5 - Identify by genre and style examples of music from various cultures and historical periods

- ME.9.B.5 - Understand how uses of music are suitable for specific occasions while respecting differences in values
- ME.9.C.5 - Demonstrate appropriate audience behavior and understand roles of varied performers

## Physical Education

### Highlighted standards appear on the report card

PE.1 - The physically literate individual will demonstrate competency in a variety of motor skills and movement patterns

- PE.1.A.5 - Combine locomotor skills with manipulative skills within the context of individual and team activities
- PE.1.B.5 - Demonstrate mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics, and dance
- PE.1.C.5 - Exhibit control of the body in terms of balance and weight transfer within an activity
- PE.1.D.5 - Demonstrate ability to manipulate with a variety of implements with accuracy
- PE.1.E.5 - Demonstrate ability to manipulate with varied objects with accuracy
- **PE.1.F.5 - Demonstrate ability to manipulate with a variety of implements with accuracy**

PE.2 - The physically literate individual will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance

- PE.2.A.5 - Combine spatial and movement concepts within an activity
- PE.2.B.5 - Apply movement concepts of speed and endurance with appropriate force and direction within an activity
- **PE.2.C.5 - Apply simple offensive and defensive strategies within an activity**

PE.3 - The physically literate individual will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness

- PE.3.A.5 - Understand how opportunities for participating in physical activity outside of physical education class benefits fitness
- **PE.3.B.5 - Understand the difference between skill-related and health-related fitness**
- PE.3.C.5 - Understand the impact of food choices relative to physical activity

PE.4 - The physically literate individual will exhibit responsible personal and social behavior that respects self and others

- PE.4.A.5 - Engage in physical activity with responsible interpersonal behavior
- PE.4.B.5 - Give corrective feedback respectfully to peers
- PE.4.C.5 - Accept, recognize, and actively involve others with all skill levels
- PE.4.D.5 - Exhibit etiquette and adherence to rules in a variety of physical activities
- **PE.4.E.5 - Apply safety principles during activities**

PE.5 - The physically literate individual will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

- **PE.5.A.5 - Understand how being physically active leads to a healthy body**
- PE.5.C.5 - Describe the challenges that come from learning new physical activities
- PE.5.D.5 - Understand reasons for a positive or negative response to physical activities
- PE.5.E.5 - Describe social aspects of participating in physical activities

**Science Standards**  
**Unit of Study Include**

**Physical Science: Mixtures and Solutions**

- Make and separate mixtures, using screens, filters, and evaporation.
- Measure solids and liquids to compare the mass of a mixture to the mass of its parts.
- Use a balance to determine relative concentration. Layer solutions to determine relative density (concentration).
- Plan and conduct saturation investigations.
- Compare the solubility of substances in water.
- Identify an unknown substance based on the properties of solubility and crystal form.
- Observe and compare reactants and products of several chemical reactions

**Earth Science: Sun, Moon, Planets**

- Observe and compare shadows during a school day.
- Relate the position of the Sun in the sky to the size and orientation of an object's shadow.
- Use celestial models to explain day and night.
- Observe and record changes in the Moon's appearance every day for a month.
- Analyze observational data to discover the sequence of changes that occur during the Moon's phase cycle.
- Make and interpret a model of the Earth, Moon, and Sun system.
- Record and display the organization of the solar system graphically.
- Identify several constellations as stable, predictable patterns of stars.
- Use models to build explanations.
- Use tools to collect and analyze data to develop logical conclusions about planetary objects in the sky.

**Life and Environmental Science: Environments**

- Determine an organism's environmental preferences for various nonliving environmental factors to better understand the environment in which it will survive.
- Maintain organisms in the classroom in a classroom environment to develop concepts of environmental factor, range of tolerance, and optimum conditions for survival.
- Observe and record changes in organisms and their environment over time.
- Identify and describe ecosystem feeding relationships.
- Use modeling to construct representations of the natural world and make predictions about changes in populations.
- Conduct controlled experiments with organisms to discover their range of tolerance for environmental factors.
- Graph and interpret data from multiple trials from experiments, and build explanations from evidence.

**Main Curricular Source:**

**Delta Education: Full Option Science System (FOSS)**

**Highlighted standards appear on the report card**

**SCI.5.A: Scientists, Inventors and Inventions**

- Identify a scientist and depict how their work and theories have changed the course of scientific knowledge

**SCI.5.B: Current Events**

- Summarize the current event, describe its significance in science, and identify the cause and effect
- Explain the process of science is heavily influenced/dependent on what else is happening in society or history

SCI.5.C: Science is ever changing

- Choose a topic, design and construct a timeline of a change in scientific knowledge
- Choose a topic, compare and contrast the change in scientific knowledge over time
- Given a topic, develop a logical argument that science will continue to face in the future.

SCI.5.D: Scientific resources, tools and instruments

- **Identify specific tools are used in science and explain their specific purpose**
- Use tools to obtain data to problem solve and present information
- Explain how technology has helped people
- Use multiple sources of information to investigate and present scientific knowledge

SCI.5.E: Relationship between science and our faith

- **Show our love for God through caring for plants, animals and our environment**
- Participate in discussions that connect scientific knowledge in our faith
- Distinguish scientific fact from fiction

SCI.5.F: Problem Solving

- **Use the scientific method as one model to solve problems**
- Design and implement an experiment to solve a problem
- Analyze data to draw conclusions
- Participate in-group problem solving and implement strategies

SCI.5.G: Sharing Knowledge with others

- **Present scientific knowledge in a variety of forms and incorporate peer review**

SCI.5.H: Models, graphs and diagrams

- Construct models, graphs and diagrams that demonstrate knowledge
- Interpret data from graphs and diagrams
- Demonstrate that different models can be used to represent the same physical phenomena, concept, proposition or theory

SCI.5.I: Interconnectedness of Science

- Explain how a concept is integrated into different topics in science
- Demonstrate the interrelationships between science and technology

SCI.5.J: Careers

- Investigate careers in science and describe skills needed in these careers
- Connect careers in science with personal interest
- **Identify and investigate the skills people needed for a career in science or technology**
- Illustrate the impact that science and technology have had, both good and bad, on careers, systems, society, environment and quality of life
- Explain how current scientific and technological discoveries have an influence on the work people do and how some of these discoveries also lead to new careers

## **Grade Five: Physical Science: Mixtures and Solutions**

### SCI.5.K: Matter

- Describe the properties of matter
- Measure matter using a variety of tools

### SCI.5.K: Matter

- **Observe, describe and classify diversity in matter**
- Explain the states of matter
- Explain how matter takes up space
- Demonstrate how mixtures can be formed and separated using the characteristics of both.
- Explain how elements may combine to form compounds
- Explain the process of changing from one state of matter to another
- **Identify elements, compounds and mixtures**
- Identify the periodic table of elements as a tool to organize elements of matter.

### SCI.5.M: How Matter and Energy Interact

- **Perform experiments and activities that demonstrate physical and chemical changes**

## **Grade Five: Earth Science: Sun, Moon, Planets**

### SCI.3.O: Astronomy

- **Identify sun and moon and explain changes in patterns**
- **Observe and identify changes in the solar system**
- Describe the sun's characteristics
- Describe similarities and differences of the Earth and moon
- Observe shadows and nature of eclipse
- Recognize that Earth is one of the several planets that orbit the Sun and that the Moon orbits Earth
- Recognize the position of the Sun in the sky changes during the course of the day and from season to season

### SCI.4.O: Astronomy

- **Describes eclipses and phase of the moon**
- **Identify the sun as the major source of energy for earth**

### SCI.5.O: Astronomy

- **Identifies objects in space and explain their relationship to each other.**
- Describe the motion of objects in the solar system
- Explain the moon's effect on the Earth
- Describe that predictable motions explain days, months, seasons and years
- Explain how the tilt of the earth's axis in relation to the sun causes seasons.

## **Grade Five: Life and Environmental Science: Environments**

### SCI.5.R: Ecology

- **Identify how various organisms depend on one another for survival**

- Explain how in any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all
- Identify the Earth's biomes

#### SCI.5.S: Environmental Science

- Describe ways to reuse, reduce and recycle and explain the impact they have on the environment.
- Explain that the amount of freshwater on Earth is limited and its availability can be extended by conservation
- Describe how human activities affect ecosystems
- **Describe how environments support a diversity of plants and animals that share limited natural resources.**

#### SCI.5.T: Diversity of Life

- Explain how extinction may occur
- **Investigate systems of classification of living things**
- Participate in classification activities
- Identify and compare parts that make up various living systems
- **Explain that all organisms must be able to obtain and use resources, grow, reproduce and maintain stable internal conditions while living in a constantly changing external environment**
- Explain that environments support a diversity of plants and animals that share limited natural resources
- Describe how life forms are affected by changes in the Earth and climate.

#### SCI.5.U: Genetics

- Cite evidence of inherited characteristics
- Explain the consequences of selective breeding

#### SCI.5.V: Human Body

- **Identify body systems and their main functions**

#### SCI.5.W: Plants and animals

- Describe how plant and animal cells break down sugar to obtain energy, a process resulting in carbon dioxide and water (respiration)
- Explain how plants use carbon dioxide and energy from sunlight to build molecules of sugar and release oxygen (photosynthesis)
- Explain how sugar, water and minerals are transported in a vascular plant

#### SCI.5.X: Ethics

- **Participate in discussions regarding the beneficial and harmful affects of scientific experiments and discoveries**
- Discuss the implications involved in genetic manipulation
- Evaluate the reliability of scientific evidence used in various media.

### Health Education Standards

#### Units of Study Include:

#### A Growing and Changing Body

- L1 Body Transport Systems
- L2 Body Coordination Systems
- L3 Growth Heredity and the Endocrine System
- L4 Growth Comes in Stages
- L5 Dealing with Adolescence
- L6 Choices You Make Affect Your Growth

#### Being a Wise Consumer

- L1 Healthy Skin, Hair and Nails
- L2 Healthy Teeth and Gums
- L3 Care of Our Eyes and Ears
- L4 Being a Health Consumer

#### Foods for Good Nutrition

- L1 Food - Fuel for the Body
- L2 Mypyramid
- L3 Eating Healthfully
- L4 Food Labels and Advertising
- L5 Food Preparation and Safety

#### Keeping Fit and Active

- L1 Being Active and Fit
- L2 How Exercise Helps Your Body Systems
- L3 Ways to Exercise

#### Planning for Safety

- L1 Preparing for the Unexpected
- L2 Practicing Safety
- L3 Fire Safety

#### Learning About Disease

- L1 Causes of Disease
- L2 Pathogens and Communicable Diseases
- L3 Disease and the Immune System
- L4 When Someone Becomes Ill
- L5 Noncommunicable Diseases
- L6 Choosing a Healthy Lifestyle

#### Legal and Illegal Drugs

- L1 How Medicines Help the Body
- L2 Medicine Use, Misuse and Abuse
- L3 Illegal Drugs
- L4 Staying Away from Drugs
- L5 How Drug Users Can Get Help

#### About Tobacco and Alcohol

- L1 Tobacco Affects the Body
- L2 Alcohol Affects the Body
- L3 Refusing Alcohol and Tobacco
- L4 Where Users Can Find Help

#### Dealing with Feelings

- L1 Your Self-Concept
- L2 Setting Goals
- L3 Friends and Feelings
- L4 Actions, Reactions and Stress
- L5 Managing Conflict
- L6 Uncomfortable Feelings

#### Supporting Your Family

- L1 Changing Families, Changing Roles
- L2 Communication in Families
- L3 Families Working Together

#### Working Towards a Healthful Community

- L1 Groups That Protect Public Health
- L2 Community Health Needs
- L3 Handling Community Emergencies
- L4 Protecting Land, Water and Air
- L5 Protecting Consumers

**Main Curricular Source: Harcourt - Health and Fitness**

**Highlighted standards appear on Report Card**

**HE.1 Students will understand concepts of health promotion and disease prevention**

- HE.1.5.A. Identify Describe the relationship between healthy behaviors and personal health
- HE.1.5.B. Identify examples of the dimensions of health; including spiritual, mental, intellectual, emotional, physical and social
- HE.1.5.C. Describe ways in which safe and healthy school and community environments can provide personal health
- HE.1.5.D. Describe ways to prevent common injuries and health problems
- HE.1.5.E. Describe when it is important to seek health care

**HE.2 Students will understand the external influences on health behavior.**

- HE.2.5.A. Describe how the family influences personal health practices and behaviors
- HE.2.5.B. Understand the influence of peers, school and community on health practices and behaviors
- HE.2.5.C. Understand how media and technology influences thoughts, feelings and health behaviors

**HE.3 Students will access valid information, products and services to enhance health.**

- HE.3.5.A. Recognize the various careers associated with health-related fields
- HE.3.5.B. Recognize the validity of health information, products and services

**HE.4 Students will demonstrate the ability to use decision-making skills to enhance health.**

- HE.4.5.A Understand when assistance is needed in making a health-related decision
- HE.4.5.B. Recognize that options of health-related decisions affect outcomes

**HE.5 Students will demonstrate the ability to use goal-setting skills to enhance health.**

- HE.5.5.A. Recognize personal health goal and track progress toward its achievement
- HE.5.5.B. Identify sources to assist in achieving a personal health goal
- HE.5.5.C. Demonstrate advocacy for healthy individuals, families and schools

## Social Studies Standards

### Units of Study Include:

Geography of the United States	American Indians and Their Land
American Indian Cultural Regions	How and Why Europeans Came to the New World
Routes of Exploration to the New World	Early English Settlements
Comparing the Colonies	Slavery in the Americas
Life in Colonial Williamsburg	Tensions Grow Between the Colonies and Great Britain
To Declare Independence or Not	The Constitution
The Bill of Rights	Our Role in Government
Shaping America's Economy	Manifest destiny and Settling the West
The Diverse Peoples of the West	The Cause of Civil War
The Civil War	The American Industrial Revolution
The Modern United States	

### Main Curricular Resource:

Teacher's Curriculum Institute: Social Studies Alive: America's Past

Highlighted standards appear on report card

#### **SS.5.A. Summarize and draw conclusions regarding information on graphs, charts and timelines.**

- Use variety of geographic representations including various types of maps, a globe, aerial photograph, and satellite images to gather, generate and manipulate information about a place.
- Practice constructing maps from memory.
- Construct a simple region or state map that represents relative location, direction, size and shape.

#### **SS.5.B. Understand how geographic and human characteristics create culture and define regions.**

- Describe how buildings and their decoration reflect cultural values and ideas (i.e. cave paintings, and mound building).
- Identify scientific and technological innovations and describe their social and economic effects on the physical and human environment (i.e. cotton gin, water power).
- Locate and name all 50 states

#### **SS.5.C. Understand how human actions and the location of resources affect the development of communities, environments, and the movement of populations.**

- Describe the movement of people, ideas, disease, and products throughout the United States.
- Analyze causes and consequences current issues impacts on people, places and environments.
- Use a map/atlas to identify dominant patterns of climate and land use and compute population density.

**SS.5.D. Understand how and why people create, maintain, or change systems of power, authority, and governance.**

- Explain the need for laws and policies.

**SS.5.E. Understand how cultures, groups, and individuals influence society and government.**

- Analyze examples of conflict, cooperation, and interdependence among groups, societies or nations.
- Identify various groups who colonized America.
- Use historical evidence to determine and support a position about important political and religious values.
- Explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters and historians.

**SS.5.G. Understand the historical sources in the order to interpret events and issues.**

- Interpret the past using a variety of sources (i.e. biographies, diaries, journals, artifacts, eyewitness, interviews, and other primary source materials) and evaluate the credibility of each source.

**SS.5.H. Understand the historical patterns, periods of time, and the relationship among these elements.**

- Identify and summarize significant events and people in the major eras of United States history.
- Describe the relationship between and among significant events (i.e. the causes and consequences of wars).
- Interpret how significant events have influenced the past (United States).
- Understand the rights and responsibilities of each citizen, and demonstrate the value of lifelong civic action.
- Identify and explain the democratic principles of individual rights, responsibility for the common good, equal opportunity, equal protection of laws, freedom of speech, justice, majority rule with protection of minority rights.
- Identify, cite and discuss important political documents (Declaration of Independence, U.S. Constitution, Bill of Rights, etc.).
- Identify ways to participate in public policy debates (i.e. petition, protest).
- Understand the difference between power and authority.

**SS.5.K. Understand the concepts of our American system of government.**

- Explain the basic purpose and structure of government in America (i.e. branches, electoral process).
- Explain the role of political and interest groups.

**SS.5.M. Understand the role of the United States and social responsibility in current world affairs.**

- Practice critical thinking skills to compare and contrast viewpoints on issues (i.e. debates, discussions, speeches, essays).

**SS.5.N. Understand how economic needs and wants influence individual and group decisions.**

- Identify and apply the criteria (opportunity costs, needs, wants, etc.) needed to make an economic decision.

**SS.5.O. Understand how economic conditions impact people's lives.**

- Identify different economic conditions and social classes. (i.e. homeless, poverty, unemployed, wealthy, middle class, etc.)
- Identify what can be done to help the needy in the local community (i.e. service projects).

SS.5.P. Understand the functions of economic institutions.

- Identify various financial institutions.

SS.5.Q. Understand how governments throughout the world influence economic behavior.

- Define import and export.

Define a tariff and how it impacts the costs of goods.

SS.5.S. Understand universal economic concepts.

- Identify factors that influence price.
- Define supply and demand.

**SS.5.T. Understand the role an individual in group dynamics.**

- Illustrate how individuals and groups have contributed to the growth of the United States.
- Define leadership and identify characteristics of positive leadership.
- Give examples of leaders in their school and community and identify their roles and responsibilities.

**SS.5.U. Understand the process of how humans develop, learn, and internalize their culture.**

- Explain how cultures can further global understanding or cause misunderstanding (i.e. Native vs. Colonial American, African American Slaves).
- Describe and explain the influence of status, religion, ethnic origin, race gender and age on the interactions of individuals and how bias, prejudice, and stereotyping leads to conflict in society.
- Define ethnic group, and discuss the customs and traditions of various ethnic groups found in the United States.
- Research and summarize the contributions made by various ethnic groups to the development of the United States.
- Compare and contrast different people's values and beliefs.
- Tell how understandings/ misunderstandings can occur among people.

**SS.5.V. Understand current social issues and respond to them according to Catholic identity.**

- Identify, research, and summarize the mission of community organizations that provide assistance to the residents.
- Describe and explain how people can contribute to social continuity and change within a community.
- Investigate the various committees or organizations within the parish that perform works of charity and mercy.

## Technology Education

### Units of Study Include:

Google Tools (Advanced email, advanced Drive options, Google Forms, Google Classroom)
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Information literacy (some examples: what is a useful website/website evaluation, bias, "fake news", );
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Coding (example: Codecademy)
Blogging with Other Select and Approved Schools
Robotics
Computer Image Design
Robotics (Collaboration with Staff)
Computer Image Design
Research and Citing Sources
Journey Inside the Computer
Research Steps, including note-taking, using notecards (paper and electronic form)
Printing
Presentation Software: PowerPoint, Prezi, Kidspiration
Current Events Introductory Project

**Main Curricular Resources:**

**Many projects.activities are collaboratively planned with other curricular areas and staff members. Highlighted standards appear on the report card**

**Technology Education Standards**

**IT.1 Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology**

- IT.1.5.A. Recognize the ability to use existing knowledge to generate new products.
- IT.1.5.B Create original works as a means of personal or group expression.

**IT.2 Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.**

- IT.2.5.A. Utilize technology to communicate and publish collaboratively.

**IT.3 Students apply digital tools to gather, evaluate and use information.**

- IT.3.5.A. Recognize that information sources may or may not be credible.

**IT.4 Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.**

- IT.4.5.A. Utilize research to solve problems using appropriate digital resources.

**IT.5 Students understand human, cultural and societal issues related to technology and practice legal and ethical behavior.**

- IT.5.5.A. Recognize the legal component of information.
- IT.5.5.B. Demonstrate the use of technology for collaborative learning.
- IT.5.5.C. Demonstrate responsible and ethical use of technology.

**IT.6 Students demonstrate an understanding of technology concepts, systems and operations.**

- IT.6.5.A Utilize different functions of digital tools.

**Visual Art**

The theme for 5th Grade is “Art is All About Me, Recording Our Individuality Through a Personal Portfolio”. Through art, students reveal how they see their world and how they identify themselves within it. The lessons in this series are designed to help students accept their unique abilities and to recognize and express what is special in their daily existence. These personally relevant assignments enable students to look deeply at themselves, to realize their God-given potential and to celebrate their originality.

**Units of Study Include:**

Lesson 1 - Let's Face It: the Dynamics of Gestural Line in Portraiture Print: Face with Dove Artist: Picasso
Lesson 2 - The Name Game: Using Words and Letters to Express Ideas in Art Print: Combination Concrete Artist: Davis
Lesson 3 - In My Closet: The Thoughtful Organization of a Defined Space Print: Bedroom at Arles Artist: Van Gogh
Lesson 4 - Dream Work: Mystery and Intrigue in Art Print: The Return Artist: Magritte
Lesson 5 - My Pet: Creating a Special Keepsake - A Self Sculptured Pet Print: The Goldfish Artist: Matisse
Lesson 6 - Familiar Faces: Recognizing Important Personal Relationships Print: Home Front Artist: Johnson
Lesson 7 - When I Wish Upon A Star: A Visual reference to the Hopes and Dreams of the Young Artist Print: Les Petit Prince Artist: Saint Exupery
Lesson 8 - My Place in the World : Reaching Beyond Our Personal Comfort Zone Print: Composition Artist: Miro
Lesson 9 - Under My Bed: Working Non-Traditionally in Large Format as Means of Self Expression Print: Composition Artist: Pollock

**Main Curricular Resource:**

**Creative Curricula Inc: Art Works**

**Highlighted Standards Appear on the Report Card**

**VA.1 Create art using various media, techniques and processes.**

- Apply originality while creating artwork
- Identify criteria to revise a work in progress

**VA.2 Investigate and apply the principles of design and elements of art.**

- Understand and utilize elements of line, shape and form
- Identify complementary and analogous colors
- Understand rhythm

**VA.3 Perceive and analyze artistic work**

- Understand that experiencing art affects emotion
- Identify principles of design

**VA.4 Relate artistic ideas and works with societal, cultural and historic context**

- Identify various art styles

**World Language Standards**

**Units of Study Include:**

Spanish	French
Pronunciation of Vowels Spanish Names - Greetings. Family Members. Plurals. Classroom Expressions - Definite and Indefinite Articles. Conjugating -ar ending Verbs Negative Sentences - Asking Questions. Numbers 0-30 and 31 - 100 Conjugating -er ending Verbs Professions and Trade. Ser and estar verbs. When to use them. Conjugating -ir ending verbs. Telling Time Parts of the Body Tener verb. Expressions with verb tener. Days, months seasons Possessive adjectives Review Food Verbs Gustar and Querer Articles of Clothing Colors Este and Ese Weather Expressions Verbs Hacer and IR (to go). Animals Verb Decir	France and the French Language Basic Greetings French Cognates French Names and Name Days Days of the Week - School in France Numbers 1 to 100. Months of the Year and French Holidays The Classroom objects. Colors The Body and French Gestures French Adjectives: masculine and feminine. Supplemental material: Cultural and traditional info about France and French culture. Telling Time. Weather. Short dialogues. Le Petit Nicolas - French movie.

Main Curricular Resources:

AMSCO - Spanish is Fun Book A

AMSCO - Discovering Languages French

Highlighted standards appear on report card

**WL.5. A - Students in Wisconsin will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in a language other than their own.**

- WL.5.A.1 - Students will ask and answer questions, including biographical information
- WL.5.A.2 - Students will state personal preferences and feelings
- WL.5.A.3 - Students will ask for repetition and repeat to ensure understanding
- WL.5.A.4 - Students will ask for simplification and clarification.

**WL.5.B - Students in Wisconsin will understand and interpret a language other than their own in its written and spoken form on a variety of topics.**

- WL.5.B.1 - Students will understand spoken language that incorporates familiar vocabulary and structures
- WL.5.B.2 - Students will understand more complex written materials on a variety of topics and formats

**WL.5.C - Students in Wisconsin will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a language other than their own.**

- WL.5.C.1 - Students will dramatize student-created and/or authentic songs, short poems, skits, or dialogues

**WL.5.D - Students in Wisconsin will demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.**

- WL.5.D.1 - Students will observe and imitate appropriate patterns of behavior (such as greetings or gestures) used with friends and family in the cultures studied
- WL.5.D.2 - Students will participate in and learn about age-appropriate cultural activities (such as games, songs, and holiday celebrations)
- WL.5.D.3 - Students will discuss and compare beliefs and attitudes within the cultures studied and their own in relation to home, school, community and nation

**WL.5.E - Students in Wisconsin will demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.**

- WL.5.E.1 - Students will identify objects and symbols, such as flags or currency, that are used day-to-day and represent other cultures
- WL.5.E.2 - Students will identify countries, regions, and geographic features where the target language is spoken

